

IMPROVING STUDENTS' VOCABULARY BY USING CARD GAME

A RESEARCH ARTICLE

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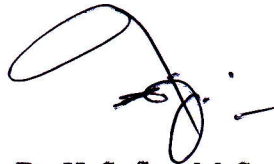
**IMPROVING STUDENTS' VOCABULARY BY USING CARD GAME
OF SMP NEGERI 3 SUNGAI RAYA**

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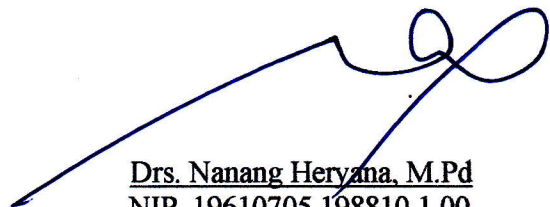
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IMPROVING STUDENTS' VOCABULARY BY USING CARD GAME OF SMP NEGERI 3 SUNGAI RAYA

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Abstract

The research was conducted based on the problems found in teaching and learning process. Students had the difficulties in determining word meaning, spelling and using the word into simple sentence. The purpose of this research was to investigate how Card Game improved students' vocabulary at seventh grade students of SMP Negeri 3 Sungai Raya in academic year 2016/2017. The research was conducted through Classroom Action Research in three cycles. The participants were the English teacher and 32 students in class VII B. The writer elaborated the result of observation checklist, field note and students' mean score to get the findings. The result showed that students' vocabulary improved by implementing Card Game. Remembering Pairs improved students' determining the word meaning and using the word into simple sentences. Besides, Matching the Halves improved students' spelling. Through the observation, it was indicated that there was an improvement on the teacher's and students' performance. The mean score of students' individual score also improved in each cycle. In the first cycle, the students' mean score was 69.48 categorized into average, it increased to 79.69 categorized into average to good in second cycle, and it increased to 91.98 categorized into good to excellent in third cycle.

Keywords: Vocabulary, Card Game, Matching the Halves, Remembering Pairs.

Abstrak

Penelitian ini dilakukan berdasarkan masalah yang ditemukan dalam proses belajar mengajar. Siswa kesulitan dalam menentukan makna kata, mengeja dan menggunakan kata dalam kalimat sederhana. Tujuan penelitian ini yaitu untuk menyelidiki bagaimana permainan kartu dapat meningkatkan kosakata siswa kelas tujuh di SMP Negeri 3 Sungai Raya pada tahun ajaran 2016/2017. Penelitian ini adalah Penelitian Tindakan Kelas yang dilakukan dalam tiga siklus. Peserta nya yaitu guru Bahasa Inggris dan 32 siswa di kelas VII B. Peneliti menguraikan hasil dari ceklis observasi, catatan lapangan dan nilai rata-rata untuk mendapatkan penemuan. Hasil temuan pada penelitian ini menunjukkan peningkatan kosakata siswa dengan mengimplementasikan permainan kartu. Remembering Pairs meningkatkan kemampuan siswa dalam menentukan makna kata dan menggunakan kata. Sedangkan Matching the Halves meningkatkan kemampuan siswa dalam mengeja kata. Hasil observasi menunjukkan bahwa sikap siswa dan guru mengalami peningkatan dalam proses belajar mengajar menggunakan permainan kartu. Nilai rata-rata siswa juga meningkat dalam setiap siklus. Pada siklus pertama, nilai rata-rata siswa 69,48, kemudian meningkat menjadi 79,69 di siklus kedua dan meningkat lagi menjadi 91,98 pada siklus ketiga.

Kata Kunci: Kosakata, Permainan Kartu, *Matching the Halves*, *Remembering Pairs*.

Learning a foreign language is basically a matter of learning the vocabulary of that language. In learning a foreign language, vocabulary plays an important role. It is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas, emotions and feelings well. Read (2000) stated that vocabulary can be seen as a priority area in language teaching, requiring tests to monitor the learner's progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs. Every language learner cannot master a language they learn without learning vocabulary. Vocabulary development is not just learning a language more words but is also importantly about expanding and deepening word knowledge. As McCarten (2007) stated that review vocabulary as often as possible in activities that have students actively recall words and produce them rather than merely see or hear them. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them. In short, vocabulary takes an important role in equipping the students to be able to communicate in English.

In fact, based on the researcher's observation through preliminary study during teaching and learning activity in Class VII B and by the result of interview to the English teacher, the researcher found that many students have difficulties in learning English especially in vocabulary. Some of students had difficulties in determining the meaning of word, spelling the word, and using the word in a sentence. When students asked to tell or explain about the meaning of a word that the teacher have told before, some of the students just kept silent, and started doing another thing in learning process. They also spelt the word incorrectly when the teacher asked them to spell the word. Moreover, they could not make a simple sentence properly when the teacher asked them directly to make a simple sentence.

Another problem was the students did not take attention in teaching learning process when teacher was explaining about the lesson. Some

of students were busy talked with their friends or even doing their busywork. It showed that the students were not motivated to follow the lesson. There were also some students followed the lesson, but they were hesitate or afraid to tell a wrong answer when teacher asked them directly. This problem could be decreased if all of the students were engaged and be active in their own learning process. In short, all of those problems could be solved if the teacher applied an appropriate teaching technique.

Many techniques have been developed to allow students participate actively in their own language learning process. One of the teaching techniques can be use to overcome this problem is game. Wright, et al. (2006) stated that games as an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. So, games should be fun. They are not just an entertainment but a way of getting the students to use the language with game. Game provides young learners with the element of fun and enjoyment which is important for learning and is an effective way to teach vocabulary. All students involves in teaching learning process, they can works as a team to learn the materials and compete in the games. There are many kinds of games that can be used in language learning such as, guessing games, search games, labeling games, exchanging games, exchanging and collecting games, arranging games, board games, puzzle solving and card games.

One of the games that can effectively use in the class is card game. The card game here was a game using picture card and word card as media in teaching learning process. The card games were chosen because it developed students' vocabulary by giving them chance to extending their vocabulary, by using cards as media, helped students to get clear images of words being learnt. As Thornbury (2002) states that to ensure long term recall and retention, new knowledge should be integrated to existing knowledge, i.e. they need to be placed into working memory e.g. being compared, combined, matched, sorted, visualized and reshuffled, as well as being repeatedly filed

away and recalled. Moreover, Schmitt (2000) stated that teachers may well find it useful to set up vocabulary learning groups in which members work together and encourage each other. The activities in card game promoted students to meet the word again and again and actively participated while do both pair and group works. Moreover, card game could make the students relax and enjoyed the lesson. Because of that reason, the researcher believed that card games could overcome those problems above. The students worked to finish the card games based on the following instruction of the teacher.

Many researchers have conducted research to prove that card games could improve students' vocabulary mastery. Suryani (2010) in her research entitled "Improving Students' Vocabulary Using Card Game (*An Action Research at The Fifth Year of SDN Sedayu 1 Slgohimo*)" found out that the card games technique could improve the students' vocabulary. The students also showed the positive responses toward the technique like increasing motivation and enjoying the teaching learning process. The same results were from a research conducted by Anika Zuharoh (2014) entitled "Improving Students' Vocabulary Mastery by Using Karuta Card Game (*A classroom Action Research of seventh Grade students of SMPN 2 Gebog Kudus in academic year 2013/2014*)". She found that the use of Karuta Card Game can make the students' and the teacher activity are improved and the problem that faced by teacher are decreased in every cycle.

However even though the technique used in this study was the same with the previous research, the differences were on the way how card game was implemented. In this study, the researcher provided vocabulary and picture cards and combined the activities to improve students' vocabulary mastery.

RESEARCH METHOD

In conducting this study, the writer applied Classroom Action Research as the research methodology. Its combination of action and research had contributed to its attraction to researchers, teachers and the academic and

educational community alike. (Cohen, et al. (2007). Ferrance (2000) stated that classroom action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

On the other hand, according to Creswell (2012), Action Research is conducted when there was a specific educational problem to solve. Further Burns (2010) explains that the term *problematic* doesn't imply the teacher is an incompetent teacher and the teaching is full of problems. The point is that, as educator, the teacher and other who involved in academic field often see gaps between what is actually happening in teaching situation and what would ideally like to see happening.

The purpose of conducting Action Research according to Burns (2010) is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. The improvements are based on information (data) that an action researcher collects systematically through cycles by following four stages: planning, action, observation, and reflection (Burns (2010). The first cycle could become a continuing of cycles which recur until the action researcher had achieved a satisfactory outcome and felt it was time to stop.

Action Research was used in this study because it could facilitate the researcher to implement a technique as an alternative solution to the problem in teaching and learning process. Since there were problems found regard to students' vocabulary mastery in seventh Grade students of SMPN 3 Sungai Raya, Action Research was an appropriate design to help the teacher found the right technique for teaching English, especially to improve the students' vocabulary mastery. In conducting this study, the research was going to be the 'reflective practice'. It means that the writer acted as a collaborator meanwhile the teacher taught students who used card games in teaching vocabulary. To make sure that this study will be effective, the writer conducted the four stages of Classroom Action Research: planning, acting, observing and reflecting.

In analyzing data, the writer elaborated the result of observation and test items. The checklist notes observation data and field notes would be analyzed qualitatively while the test will be analyzed quantitatively. After collecting the data, the writer needed to analyze the data. Firstly, the writer used qualitative analysis for the data that were taken from observation checklist and field note. Secondly, the writer gathered the quantitative data from the students' test to know students' vocabulary improvement from one cycle to another cycle. The writer analyzed the qualitative data using the qualitative explanations that were taken from

the observation checklist and field note. According to Best and Kahn (2006), there are some steps for analyzing qualitative data as follows:

1. Organizing the data

In this step, the writer selected and organized the data through observation. For observation data, the writer organized the data that were recorded on observation checklist to know the conditions of the individuals, settings, or times in teaching and learning process. The writer used the scale below to reflect the students' involvement.

Table 1. Description of Students Involvement

No	Categories	Description
1	Very poor	1-6 students do the activity (less than 20%)
2	Poor	7-13 students do the activity (20%-40%)
3	Fair	14-19 students do the activity (41%-60%)
4	Good	20-26 students do the activity (61%-80%)
5	Very Good	27-32 the students do the activity (81%-100%)

2. Description

After organizing the data from observation, the writer described the various data in the findings related aspects of the study. The aspects of study included the teacher and students' performance, the setting or condition of teaching and learning process, and the effects of the activities of the participants.

3. Interpretation

The interpretation of qualitative research data depends on the writer's background, skills,

and knowledge in making the conclusion of the data. In this stage, the writer made the conclusion based on the findings. According to Best and Kahn (2006), "Interpretation involves explaining the findings, answering "why" questions, attaching significance to particular results, and putting patterns into an analytic framework." The writer made the interpretation about the data that were collected through the observation. The individual score and mean score of students' test are categorized based on table 2.

Table 2. Table of Specification

The Score	Classification
80-100	Good to Excellent
70-79	Average to Good
60-69	Average
50-59	Poor to Average
0-49	Poor

(Heaton, 1988)

After interpreting the data, both the teacher and the writer would stop the actions if the result was satisfying and the indicators fulfilled the criteria of success. The criteria of success in

this research at least the students' score was 80 in every aspect. But if the result of action stage was not unsatisfying to fulfill the indicators of

success, both the teacher and the collaborator would continue the action to the next cycle.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In conducting this research, the writer had applied classroom action research. This research method had solved the problems found in grade seventh B of SMPN 3 Sungai Raya. The students had problems in vocabulary. The problems were difficulties in determining the meaning of word, spelling, and using the word in a sentence. Thus the writer implemented card game in order to improve students' vocabulary

achievement, especially in understanding the meaning of word, spelling the word, and using the word into simple sentence. The writer analyzed the data based on the result of data analysis which was gathered from observation checklist sheet, field notes, and the result of students' test that related to three aspects of vocabulary; meaning, spelling and the use.

Through every cycle, some aspects of students' vocabulary which were significantly improved were the students' understanding of word meaning, spelling and using the word into simple sentence. The students' improvement in vocabulary aspects can be seen clearly in chart 1.

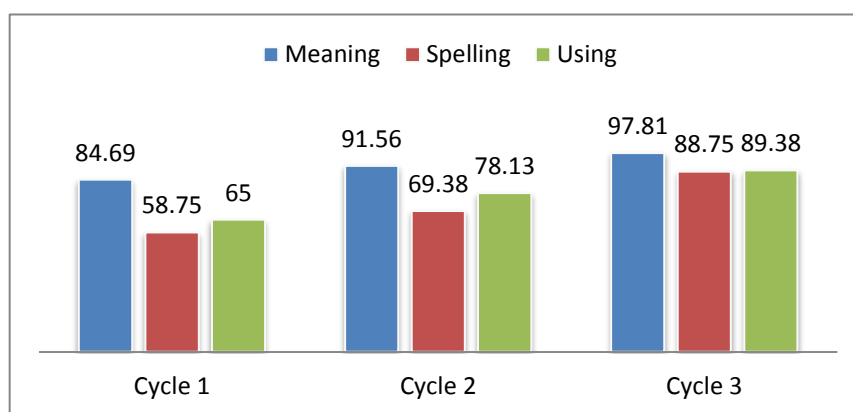


Chart 1. Students' Improvement in Vocabulary Aspects

The research was conducted in three cycles. In the first cycle the mean score of students' test was 69.48 and it was categorized into average. In the second cycle, the means score of students' test was 79.69 and it was

categorized into average to good. Meanwhile, in the third cycle the means score of students' test was 91.98 and it was categorized into good to excellent.

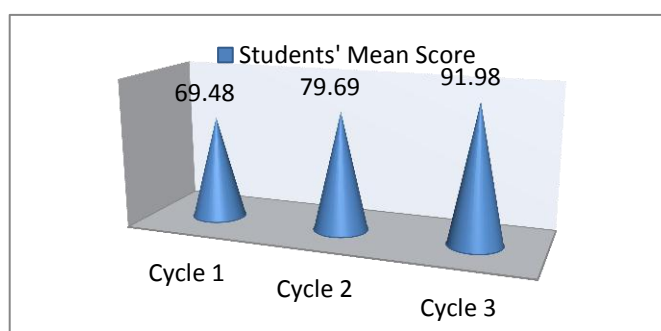


Chart 2. Students' Mean Score

Based on the observation in the classroom, teaching and learning process in cycle 1 was not applied properly. In the first cycle, time

allocation was not organized well; the teacher's instruction was not really clear; and some activities were not applied in the teaching and

learning vocabulary. The teacher took much time in teaching the material of introducing things in the classroom and in giving the instructions to the students in playing Remembering Pairs game. The class was crowded while the students playing the game because they still confused about the procedures of the game.

Based on students' tests result in the first cycle, it was found that many students made mistakes in spelling and using the word. There were 23 students still got lower than 80 in spelling word and 21 students still had lower than the researcher's expectation in using the word. How they spelt the word was still influenced by how the word is pronounced. In addition, many students got difficulties in using the words into simple sentences. They had the difficulties in using singular and plural nouns and they forgot to use "to be" for many cases. There were also some students did not answer some questions in the test.

In conducting the second cycle, the teacher applied some strategies to solve the problems that found in the first cycle. The teacher encouraged student to spell the word in guessing picture activity to improve students' spelling the words. She taught the use of words by using substitution drill to make students accustomed in using the words. Then she asked students to do some exercises in using the words. Students worked in pairs to make simple sentences based on the information given. Teacher checked students' understanding in using the words into simple sentences before they played Remembering Pairs game. Moreover, the teacher also used additional media for observing activity. She used a picture of bedroom and asked students to mention the things in the picture.

In this second cycle, both the teacher and the writer found many students had better progress in learning vocabulary than before. Students could play card game properly. The weaknesses in the previous cycle could be minimized by the teacher and students. They followed the procedures well in plying the game.

However, there were the weaknesses in the process of teaching and learning in cycle two.

There were some pairs still faced the trouble in Matching the Halves. There was also a group of students where as all the players have the difficulties in using the word. So that, they did not know their friends did the mistakes or not. The teacher said that the members of this group could be categorized into lower students. So that, both the teacher and the writer would be divided students into some groups that were consisted of upper, middle and lower for the next cycle.

Based on students' tests result in the second cycle, the average scores of students' understanding of word meaning and using the word was improved satisfyingly. Although they could determine the meaning of word and use the word better than before, there were 15 students still got lower than 80 in spelling word and 5 students still had lower than the researcher's expectation in using the word.

In conducting the third cycle, the teaching and learning process was already satisfying. Teacher encouraged student to spell the word as teacher write it on the board. She gave them jumble letter exercise. She wrote the jumble letter on the board then asked students to rearrange the letter. Most of students looked very excited in rearranging the words. She also did substitution drill to make students were accustomed in using the words. Then, teacher asked students to do some exercises in using the word and checked their understanding in using the words into simple sentences. Teacher gave a clear instruction to students and demonstrated the procedures in playing Remembering Pairs Card Game. She divided students into eight groups and rearranged their seats to sit in the teams (which consisted of different students' levels) that different from previous cycle.

Based on students' tests result in the last cycle, the average scores of students' vocabulary achievement in three aspects was improved satisfyingly. Almost all of students gave the correct answer in determining the meaning of words. Some students only made a few mistakes on the spelling and using the word. After interpreting the data, both the teacher and the writer decided to stop the actions because the result was satisfying and the indicators fulfilled the criteria of success.

After computing students' tests, the result of mean score in cycle three was satisfying. The students' tests improved satisfyingly from the previous cycle. Card game improved students' determining the meaning, spelling, and using the word. The students' mean scores improved from 69.48 in the first cycle to 79.69 in the second cycle, than improved to 91.98 in the third cycle.

Students' mean scores in vocabulary achievement improved from cycle to cycle. The mean score in the first cycle was 69.48 (qualified into average). Then, in the second cycle, students' mean score increased to 79.69 (qualified into average to good). Finally, students' mean score in the third cycle increased to 91.98 (qualified into good to excellent). Moreover, it could be seen that the score of determining the meaning, spelling and using the word in the first cycle were 84.69, 58.75 and 65.00. The scores were increased to 91.56 for determining the meaning of words, 69.38 for spelling the words and 78.13 for using the words in the second cycle. Finally, in the third cycle, the score was 97.81 for determining the meaning of words, 88.75 for spelling the words and 89.38 for using the words.

Discussion

The writer conducted classroom action research in three cycles. Each cycle was conducted in four stages, namely planning, acting, observing, and reflecting. The acting stage was conducted in one meeting (2 x 40 minutes). The writer acted as the collaborator that observed what were happening in the teaching and learning process and took notes. The data of the research were collected through observation and students' vocabulary achievements.

Through the observation in the classroom, it was indicated that there was an improvement on the teacher's performance and students' performance in the process of teaching and learning using Card Game from cycle to cycle. The teacher could manage time well in teaching the materials, and in managing the students to play Card Game. Then, she gave clear instructions to the students in playing Card Game. Moreover, she applied the activities in

teaching vocabulary using Card Game properly. In line with that, the students were engaged well in the learning process. They participated in the class actively, followed the teacher's instruction properly, and played both Matching the Halves and Remembering Pairs appropriately.

The activities in Matching the Halves and Remembering Pairs Card Game gave positive impacts to the process of teaching and learning in students' vocabulary. In playing Matching the Halves, students tried to associate the halves of the word to the rests. They worked cooperatively with their partners to accomplish the game. In the process of matching itself, they tried to identify the correct pair cards. This activity guided them to recognize the form or spelling of vocabulary.

Moreover, while doing Remembering Pairs, students putted in mind the position of the cards and tried to associate the matching cards. They helped each other in matching the cards. They reminded their friends in a team about the position of certain cards. These activities in Remembering Pairs promoted students to recognize the meaning of a word. Then, when the card was match, students learnt to use the word by using the word into simple sentences. Although there were still some students did the mistakes in using the words into simple sentence, the other players in a group were helped them to correct their mistakes. Students learnt to correct their mistakes by their friends' assistances. Students worked cooperatively to accomplish the game.

The findings of this research indicated that Card Game could improve students' vocabulary. The process of teaching and learning using Card Game improved from cycle to cycle. Card Game improved all three aspects in vocabulary. Students' spelling the word improved through Matching the Halves. Beside, students' determining and using the word improved through Remembering Pairs. In addition, this technique made students learning in the fun way and without feeling stressed. They enjoyed the process of learning as well as playing the game.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings of this research, it can be concluded that students' vocabulary achievements in Class VII B of SMPN 3 Sungai Raya improved after being taught by Card Game. It was found that students' understanding word meaning, spelling the word, and using the word in a simple sentence were improved from cycle to cycle. Students' vocabulary achievements including three aspects above were improved through Matching the Halves and Remembering Pairs Card Game. Students' spelling the word improved through Matching the Halves. Beside, students' determining and using the word improved through Remembering Pairs.

The students' determining the word meaning was improved by learning the word meaning by using big picture card. Finally, it was improved by memorizing the position of the cards and associating the matching picture and word cards in playing Remembering Pairs. Students helped each other in matching the cards and they could match the card correctly. The students' spelling the word meaning was improved by learning how to spell the word in teaching learning process. Finally, it was improved by associating the halves of the word to the rests of words in playing Matching the Halves. The students' using the word into simple sentence was improved by learning how to use the word into simple sentence in teaching learning process. Finally, it was also improved by using the word into simple sentences when the card was match in Remembering Pairs. Students practiced to use simple sentence and they could correct their friends' mistakes in using the word.

Suggestion

There are some suggestions based on the findings of this research: (1) Card Game is recommended for the English teacher to improve students' determining the word meaning, spelling and using the word into simple sentence in teaching vocabulary. Moreover, this technique is enjoyable and fun that can make the students engage well and be

active in the class. (2) The teacher should manage the time well in explaining the material and in asking students to Card Game. (3) The teacher should give a clear instruction to students and demonstrate the procedures in playing Remembering Pairs, so that, the students got clear procedures to play the game. (4) Teacher should divided students into a team of four that consisted of different students' levels (upper, middle, and lower) in Remembering Pairs game. So that they could help each others in order to use the words into simple sentences. (5) Further researchers can apply Card Game to solve students' vocabulary problems that used others types of cards and combined others kinds of games based on the need of students. They should apply Card Game with interesting materials and activities.

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